



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SOME PHASES OF HOME ECONOMICS IN HOSPITAL ADMINISTRATION

By ELIZABETH SELDEN, R.N., B.S.

Grand Rapids, Michigan

The hospital training school for nurses, as everybody knows, is dependent to a large extent upon the high school for its applicants. From the standpoint of the hospital, those best equipped for entrance are usually the young women who have taken one or more courses in home economics. This fact alone would make the existence of such a department in the high school of great importance to all hospitals. The hospital is willing to and does supply to the home economics department of our high schools trained instructors in home nursing. So it would seem that the high school and hospital training school are interdependent. This need one for the other, demands coöperation.

It has been true in the past that students graduating from the high school upon entering a school of nursing are found to be deficient in many of the subjects required by the state board of registration; for example, chemistry both organic and inorganic, physics, elementary biology, bacteriology, hygiene, dietetics, and cookery, which are the very A B C 's of nursing. As they are state requirements, and every training school must live up to the law in order to preserve its place on the list of registered schools, the hospital is compelled, as soon as the probationer enters, to give a course in these subjects before regular nursing work can begin. All of these could as well be given the pupils while they are still in the high school, but as there is no provision made there for teaching these subjects they are grossly neglected. This is due largely, I think, to a lack of coöperation between the home economics department of the high school and the training school of the hospital. With very little difficulty this error might be rectified. A special course preparing students for entrance to the hospital training school might be arranged in the home economics department of the high school. These specially trained applicants would be of great help to every hospital. By having nurses complete this preliminary work before entering the hospital, the training school would be in a position not only to give more thorough training in general hospital work, but could give special training in those lines of work in which the nurse shows special aptitude, and in which she might desire to perfect herself.

Another difficulty which arises is the immaturity of a large majority of high school graduates. Psychology tells us that certain emotions and talent instincts appear during adolescence, and that the age of

their appearance varies with individuals. Such emotions should be well developed and under perfect control before any young woman assumes the responsibility of caring for the sick in a hospital. A pupil seventeen or eighteen years of age is ordinarily too young to cope with such serious problems as she will surely meet in the hospital. The slightest variation from the usual routine is apt to quite upset her and make her more of a hindrance than a help to the hospital, in other words she lacks stability. All of us know that the young woman of today is impatient to begin what she considers her life's work, and will not remain quietly at home until she reaches the proper entrance age. Her parents cannot meet college expenses. She drifts into other lines of work and so is lost to the hospital. This evil might be remedied by having high school students take a course in the department of home economics, which would stimulate and hold their interest in nursing and would broaden the horizon to their life's work by furnishing a substantial background.

The hospital loses also in another way. There are many young women who complete the grammar school but who for financial reasons are barred from further education. They take up work suitable only to a meager education. By proper coöperation between high school and hospital it might well be arranged that such of these girls as showed an interest in nursing could live at the hospital and earn their way by doing such simple things as their education permits, while at the same time attending the high school and the department of home economics; later they would enter the training school.

Can all this be arranged? I think it can. The first step is to establish a greater intimacy between the home economics department of the high school and the training school department of the hospital. The directors of both need to confer frequently concerning the needs of the hospital and high school.

This preparatory course which we are discussing should, in my opinion, cover a period of one or more regular school terms. The subjects though presented in elementary form should be well correlated and always taught with reference to the work of nursing. It should be so arranged as to meet the needs of the hospital, and should be so to the advantage of the applicant that the hospital may demand such a preliminary course as a requirement for admission. A course something similar to this might be offered to students anticipating entering a school of nursing: (1) physics; (2) chemistry, organic and inorganic; (3) biology; (4) bacteriology; (5) dietetics; (6) cookery; (7) hygiene, personal and municipal; (8) history of nursing; (9) a course in English.